

Monday, October 06, 2008

[From the Coeur d'Alene Press](#)

- No new education news stories posted online today.

[From the Spokesman-Review](#)

- Idaho students face voting obstacles

[From the Moscow Pullman Daily News \(password required\)](#)

- UI faculty, staff concerned about presidential search
- NEIGHBORS: Learning on the job

[From the Lewiston Tribune \(password required\)](#)

- Students get hands-on archaeology experience

[From the Idaho-Press Tribune, Nampa](#)

- Grant encourages healthy habits at local schools

[From the Idaho Statesman](#)

- Rededicated Pine Street School recalls early days of education in Meridian

[From the Twin Falls Times-News](#)

- Idaho's pre-K classes lack state funding
- Cobble's legacy in Jerome: excellence in education (Editorial)

[From the Idaho State Journal \(password Required\)](#)

- No new education news stories posted online today.

[From the Idaho Falls Post Register \(password required\)](#)

- Student voter registration questioned

FROM THE COEUR D'ALENE PRESS

No new education news stories posted online today.

FROM THE SPOKESMAN-REVIEW

Idaho students face voting obstacles

State requires intent to become resident

The Brennan Center for Justice at NYU Law School has published a national college student guide to voter registration rules for all states. It's available at [brennancenter.org /studentvoting](http://brennancenter.org/studentvoting).

Betsy Z. Russell

Staff writer

October 5, 2008

BOISE – Idaho ranks as one of the most restrictive states in the nation for college students looking to register and vote at their college addresses, according to a national study.

The Brennan Center for Justice at New York University Law School surveyed all states' election laws and rules for student voters and found that only Idaho and Tennessee require students to have plans to stay in the state permanently, aside from school.

"Frankly, I question the constitutionality of this rule," said Wendy Weiser, director of voting rights and elections at the Brennan Center. "Many students are in a situation where they don't know where they're going after school – for all intents and purposes, this is their only residence."

She added, "To say that you actually have to have a definite plan to remain in Idaho means that all the people who haven't determined what their future plans are ... are for all intents and purposes disenfranchised."

The practice is different in Washington. "Basically, the attorney general's office has told us that students have the ability to either register at their home address and get an absentee ballot, or they can register on their campus by using their campus address if that's where their residence is," said Lindsay Pryor, voter outreach coordinator for the Elections Division of the Washington secretary of state's office.

That's how it works across the country, according to the Brennan Center, and a series of U.S. Supreme Court decisions in the 1970s upheld the rights of college students to be treated no differently from any other voters. In one key case from 1979, a mostly white Texas county required students at a mostly black state college to fill out special questionnaires in order to register, querying them about their plans after graduation, their home address listed with the college, and more; the court put a stop to that.

"Idaho does not do that," said Idaho Secretary of State Ben Ysursa. "The Idaho law on residency is neutral – it's anybody, a student, a non-student."

But, he said, "Residency is unfortunately not necessarily black and white. There are limits, and we stand by what we have put out in writing on how you define residency."

On the Idaho secretary of state's Web site, the page on "Students and Voting Residency" notes, "As a student, you should not be registering and voting in your college locale simply because you failed to register and vote at your true domicile. Registering to vote is a serious matter which, if abused, can subject you to criminal penalties."

Weiser said, "I think that the threat of criminal penalties is certainly intimidating. This is something that we're actually seeing in other parts of the country as well, when there are efforts to dissuade students from registering and voting in their school communities."

The issue has come up around the country this year, including a controversy in Virginia when students at Virginia Tech were warned by a county registrar of elections that they could lose financial aid or ability to be claimed as dependents on their parents' tax returns if they registered to vote at their school addresses. Neither is true.

Where a person registers to vote can have consequences, however. Weiser said some states, such as Indiana, require those who register to vote in the state to obtain an in-state driver's license if they drive there. That's not required in Idaho, but Washington does require state residents to obtain an in-state driver's license within 30 days, and voter registration is considered in that residency question.

Ysursa noted that several years ago, a University of Idaho student from Alaska registered to vote in Moscow – and lost her Alaska permanent fund payment, an annual payment to all Alaska residents from oil and gas development in the state that averages about \$1,500 a year. Under Alaska law, full-time students attending school out of state still get the payments – unless they take action to declare their intent to establish residency elsewhere.

"There are issues," Ysursa said. "Registration is a serious matter, and voting is a serious matter. They need to know all the rules about it – everyone does, not just students."

Victoria Short, deputy clerk for elections in Latah County, where the University of Idaho is located, said the Alaska incident prompted the clerk's office there to double-check all registration changes that come in from former Alaska residents. "We have caught some," she said. "Some, they knew about it, and they thanked us for checking."

She said she also warns students that if they register in Idaho, they could be called for jury duty in Idaho.

"All we do, when they come to register to vote – and we have the voter registration drive people say the same thing to them – do you consider Latah County to be your permanent address? If you

do, then register to vote here," Short said. "If you don't, then you need to get an absentee ballot from your home state or your home county or whatever."

She noted, "Then they decide. We can't tell them, 'No, you can't register here because you don't consider Latah County to be your permanent address.' We present the facts, and they make their own decisions."

Ysursa said he doesn't think Idaho is a difficult state for student voters, and he seldom hears complaints. "There are some students who certainly have a domicile at the college and they can register there if they really do," he said. "But they have to make some serious decisions. It's not where you are on a certain day – it's more than that."

He added, "Is there 100 percent clarity on residency law? No. There are factors that you have to figure in, but there are factors for everyone, not just for students."

Big voter registration drives are under way in Moscow, Short said, including "dorm storms." She said, "I have handed out over 250 voter registration cards for registration drives right now as it stands. I'm expecting to probably give out more because they're going to try and get them in before the deadline Oct. 10."

Idaho also allows same-day registration at the polls for voters who don't register in advance; that feature earned the state top marks for voting accessibility from the Brennan Center, the same group that criticized the state's residency rules.

Oddly, Washington's and Idaho's laws are not much different. Their constitutional provisions regarding residency for voting are nearly identical, each providing that students neither gain nor lose residency by going to school.

"I think the law is susceptible to a more voter-friendly interpretation," Weiser said, "but it's a very strict interpretation that's described on the secretary of state's Web site."

Pryor said Washington leaves the decision of where a student's permanent address is up to the student, just as someone with two residences would make that same choice.

"Is it where you spend nine months out of the year, or is it where you send the bills?" she said. "Many students feel that they are more connected to their community where they go to school nine months out of the year, rather than where they go home for three months."

FROM THE MOSCOW PULLMAN DAILY NEWS (PASSWORD REQUIRED)

UI faculty, staff concerned about presidential search

New president expected to earn just 37 percent of WSU president Elson S. Floyd's annual salary
By Halley Griffin, Daily News staff writer

Posted on: Saturday, October 04, 2008

University of Idaho Staff Affairs committee member Don Parks is concerned about the university's ability to attract and retain a quality president.

"We've had so many presidents in the past few years that we need to think about how we can get a more permanent person," Parks said.

The UI is seeking a permanent replacement for Tim White, who left to become chancellor at the University of California-Riverside at the end of the 2007-08 school year.

Parks voiced his concerns during a Staff Affairs committee meeting Thursday.

Fellow committee member Linda Williams reminded the group that Idaho is lower on the pay scale than other states - for university presidents as well as regular people.

The future UI president is expected to earn \$270,000 during his or her first year, according to a contract between the university and recruiting firm Korn/Ferry International. Fees paid to Korn/Ferry were determined by estimating the expected first-year salary of the new president.

Just eight miles away, Washington State University President Elson S. Floyd received a raise last month that brought his salary up to \$725,000.

Based on those figures, the UI's new president will make 37 percent of Floyd's annual salary.

Robert Dickow, a faculty member in the UI's Lionel Hampton School of Music, said he and his peers are very much interested in "having a president that does stick around for a bit longer."

He said he's seen a trend in recent years toward operating universities like corporations, where the president is seen as a kind of a chief executive officer.

A sampling of universities considered by the American Federation of Teachers to be UI's "peer institutions" shows a range of presidential salaries.

University of California President Mark G. Yudof will earn \$591,084 for the 2008-09 school year. University of Wyoming President Tom Buchanan earns \$350,000 annually, while Utah State University President Stan Albrecht earns \$283,605.

University of Arizona President Robert N. Shelton earns an annual salary of \$420,000.

The Daily News reported in May that White will earn \$325,000 this year in his new post at the University of California-Riverside. He earned \$286,187 during his final year at the UI.

Dickow said dramatic salary increases are "the unfortunate side of this, but then we have to face the fact that maybe we won't be able to attract and retain a president because we're not competitive."

Dickow said he's resigned to paying a university president more, if that's what it takes to keep one.

"Well, maybe we don't have to top our friend over at WSU, but maybe we can get a little closer," Dickow said.

Parks said the most important thing is finding someone who's committed to the UI, not a dollar figure.

Richard Wells, an academic faculty member in the UI's Electrical and Computer Engineering Department, also said the offered salary should not be an issue for a president.

He said he "wouldn't savor" funneling an extra \$500,000 to the university president.

"If money is what draws somebody to the job, he's the wrong person for the job," Wells said.

NEIGHBORS: Learning on the job

Potlatch preschool director enjoys teaching, learning from her charges
By Mark Williams, Daily News staff writer

Posted on: Saturday, October 04, 2008

Geoff Crimmins/Daily News
Four-year-old Carmen Box is protective of Becky Krasselt, the director of Smart Starts Preschool.

"That's my teacher," Box shouted before heading outside for a morning recess session with the rest of her classmates.

"They're very territorial," Krasselt joked while simultaneously coaxing 12 Potlatch-area children into a straight line.

The scene may have looked chaotic to some, but Krasselt said she's exactly where she wants to be.

"This job is even better than I expected. I just love it," said Krasselt, who opened the privately funded school in Potlatch three years ago. "I can't imagine not doing this. When we have breaks I miss the kids so bad."

Krasselt said she's always loved being around children, but didn't necessarily anticipate working with them as a career. She initially attended the University of Idaho as an animal science major before finding her niche in elementary education.

"I started out in animal science but I just realized that I loved teaching and being around kids so much more," said Krasselt, who graduated in 1999. "They're so teachable. They just absorb all the information and are so much fun to be around."

The Viola resident said even though she is the one who theoretically does the teaching, she learns plenty from the children as well.

"I feel like I learn just as much from them on a daily basis as they do from me," she said. "Their love is never-ending. They're creative, energetic and they just love to learn. I just think they're very interesting creatures."

Krasselt holds classes three times a week with separate morning and afternoon sessions with 12 children each. She said the schedule can be hectic, but the rapport she has developed with her students and their parents has made it worthwhile.

"We're like a little family in here," she said. "And they're very protective of me. My husband will stop by to drop things off and they're wondering, 'Well, who is that?' I think they are kind of vulnerable when they are learning, and so they trust us. We're very protective of each other."

Krasselt said one of the most enjoyable aspects of her job is the sheer entertainment value of listening to what the children have to say.

"They are great storytellers," she said. "They always give us a good laugh. Sometimes they tell us things that they probably shouldn't be telling, but I love it."

The mother of three said the job also has helped her in raising her own children, even if having one of them in her class presents unique challenges.

"I had my 6-year-old (Isaac) in here previously and it was tough because he didn't want to share his mom, and he felt the toys were his even though they weren't," he said. "But ultimately he learned and developed a lot and I think it really helped him."

Actual family or not, Krasselt said the opportunity to have a positive influence on children at such a young age is what she is meant to do.

"When you see kids be able to write their name for the first time, it's so neat to see them be so proud of themselves," she said. "It's very encouraging."

FROM THE LEWISTON TRIBUNE (PASSWORD REQUIRED)

Students get hands-on archaeology experience

Redbird Beach site offers youngsters chance to work with professionals

By Eric Barker

Saturday, October 4, 2008

Steven Branting, director of the Gifted and Innovative Programs in the Lewiston School District, along with Jenifer Junior High School students (from left) Rachel Ozeran, Megan Reese, Mikayla Scharnhorst and Abbie Olson, sift through the soil looking for artifacts at the Redbird Beach archaeology site on the Snake River.

REDBIRD BEACH - Under the watchful eye of professional archaeologists, students from Jenifer Junior High and Lewiston High School spent much of Friday sifting through long-buried history here.

The cadre of gifted young scholars are members of the Lewiston School District's Archaeology Field School and had a chance to abandon books and lectures and claw through the dirt to put lessons to the test. But the fieldwork didn't come without some background into the slow process of archaeology.

Steven Branting, who heads the district's gifted students program, spent the last three days teaching about the protocols of archaeology. He and people like Ken Reid, archaeologist from the Idaho State Historical Society, covered the basics of how artifacts have to be carefully unearthed and meticulously cataloged. Things such as where an artifact was found, what type of soil it came from and how deep beneath the surface it was sitting, all offer clues to its origins. If artifacts that can range from the bones of fish and mammals to hunting tools like arrowheads are not given such context, some of their history is lost.

It's the slow and sometimes tedious side of archaeology, but the one that answers many of the questions about the past. Branting said the students relished the chance to put the lessons to work.

"They have seen an actual site and that is very important," he said. "They have learned how meticulous one has to be. It's more than just going out and throwing something in a bag."

Perhaps that introduction is why Mikayla Scharnhorst, 12, of Jenifer Junior High School thought the day spent practicing archaeology might not be a little slow.

"I didn't think we were going to find much but we actually did find a lot," she said.

The students took big chunks of sand and dirt that had recently calved off a bench near Redbird Beach on the Snake River south of Lewiston, broke them into tiny bits and sifted them through screens. They found fish bones, mussel shells and fragments of stone tools such as arrowheads.

But the find of the day came when the students were taking a hike up Redbird Canyon looking for pictographs.

While they were gone a small arrowhead was unearthed by the professional archaeologists leading the dig. When the students returned, the adults tried to slip the arrowhead into a screen worked by Scharnhorst and her classmates Rachel Ozeran, Megan Reese, and Abbie Olson. But the kids were too clever to be fooled.

"I saw you put it in there," said Olson, who was impressed with the find anyway. "It looks amazing."

The arrowhead was estimated to be 200 to 1,000 years old and likely used to hunt game such as deer, birds or rabbits. The find energized the girls to sift several more chunks of the breakaway beach. They lifted volleyball-sized clods onto the screen and broke them into smaller pieces before using their hands to squeeze the tiny clods through the screen.

The group of about 10 students also visited a site with pictographs south of Hells Gate State Park and learned the drawings were made by mixing pigment from minerals with things like spit, water, urine and blood.

When the day was done they said their foray into archaeology was pretty cool.

"It's really fun," Olson said. "When I was a kid I wanted to be an archaeologist but I didn't really know what it was all about, but now I know."

The field trip was made possible by a partnership between Branting and Reid, Lee Sappington, an archaeologist from the University of Idaho and others. The trip was helped by Idaho Power, which donated jet boat transportation to the beach, and donations from Pathologists Regional Laboratory, the historical society, the National Park Service, and an education grant from the state of Idaho and others.

Reid is working to preserve the site at Redbird by stabilizing the calving beach and then building a community-based program to study the area. He hopes the abrupt edge of the beach can be made into a gentle slope and the rest of the site can be used to train future archaeologists.

"It could be a research station for long-term archaeology training," he said.

Those interested in becoming involved in the project can contact Reid at ken.reid@ishs.idaho.gov.

FROM THE IDAHO-PRESS TRIBUNE, NAMPA

Grant encourages healthy habits at local schools

Claudio Beagarie

newsroom@idahopress.com Updated 11 hours 50 minutes ago CANYON COUNTY — Caldwell and Wilder schools just got a little healthier thanks to a “grrrrrrreat” grant from Kellogg Co.

To help schools comply with a federally-mandated wellness policy for school lunches, Kellogg’s gave a \$25,000 grant to Idaho’s Action for Healthy Kids.

This grant will assist parents and school administrators at Wilder and Caldwell schools to explore means for providing healthier student diets and physical education programs through two no-charge school wellness forums to be held in the 2008-09 school year.

“School wellness is just one of many priorities schools work to address. It’s a real struggle,” Action for Healthy Kids chairwoman Nancy Rush said in press release.

Kellogg’s makes charitable grants worldwide to the tune of more than \$30 million a year.

Kellogg’s believes that schools are “ideal” for the teaching of “health habits... that produce students who are fit, healthy, ready to learn,” the company’s senior vice president, Celeste Clark, said in press release.

Action for Healthy kids has been active in Idaho since 2002. The organization combats the national epidemic of obese and sedentary children by directing education efforts aimed at improving student nutrition and physical activities.

FROM THE IDAHO STATESMAN

Rededicated Pine Street School recalls early days of education in Meridian

Students visit the school to learn about the days when teachers like Betty Kusler had 44 children per class.

Ralene Schmeckpeper will never forget her second-grade teacher, Betty Kusler.

"I remember her always standing out in front of the little school at the door, with a smile, always welcoming us there," Schmeckpeper said.

Kusler, nearly 90, still stands out in front of the little schoolhouse, known as the Pine Street School, in Meridian. But she no longer teaches youngsters. She's the unofficial tour guide of the building where she spent a decade teaching second-graders in the late 1940s and 1950s.

Officials recently moved the building from where the former Meridian School District office stood at 911 Meridian Road to nearby Northwest First Street next to Meridian Elementary School.

They took advantage of the move to hold a rededication for the small white building that once stood at a rural high school in Meridian and was part of Meridian Elementary.

The school - never known as Pine Street School while it was a classroom - is outfitted with old wooden desks, class photos dating back nearly 60 years and other memorabilia that once characterized the classroom where Kusler taught.

Her students - whether they had Kusler as a teacher in the small building or another classroom - remember her fondly.

"She always remembered me by my little red dress," said Schmeckpeper, now 66, who attended Kusler's class in the Pine Street School in 1949.

"She expected us to do what (we) were supposed to do, and (we) did," said Brent Alger, 67.

Kusler returned the affection. As she walks around the old school building, she continually points to the word "love" hanging on the wall.

"We loved each other," she said of her students over the years.

And there were plenty of students to love. She would have about 44 kids in her class each year, nearly double what teachers have now in the lower primary grades.

But she didn't mind.

"Everyone did what they were supposed to," Kusler said.

Pine Street School sat for years as a storage building before being refurbished as part of Meridian's centennial in the 1990s. People came together and found items to fill the classroom. Volunteers gathered bits and pieces of old wooden desks and fashioned them into complete desks. Others built frames for pictures.

Today, the school is a stop for many fourth-grade classes studying Idaho history. And Kusler thinks it's important for people to see how the classroom was.

You can explain it to someone, she said, but you also "have to feel it."

FROM THE TWIN FALLS TIMES-NEWS

Idaho's pre-K classes lack state funding

By Ben Botkin

Times-News writer

Idaho differs from 38 other states when it comes to state funding for pre-kindergarten programs.

The Gem State is one of only 12 states in the United States that does not provide state funding for pre-kindergarten classes, according to a 2007 study completed by the National Institute for Early Education Research at Rutgers University in New Brunswick, N.J. While federal dollars are available for pre-kindergarten classes with special needs children, there's nothing in place for all youngsters under 5 years old.

That's something that state Sen. Mike Burkett, D-Boise, eventually would like to see change in Idaho. According to a study prepared at Boise State University, offering pre-kindergarten classes to all low-income children in the state would cost less than \$17 million annually.

With the current system, school districts must rely on a patchwork of funding sources like federal and private grants, local funding and federal payments made to rural counties because of federal lands within their borders that do not generate property taxes.

"What it amounts to is schools are putting together a hodgepodge of funding to go forward with this, but the state provides no funding," Burkett said.

With the current economic situation stifling state revenues, the 2009 legislative session probably will not see a proposal for \$17 million in funding, Burkett said, adding that in the meantime it's important to bring awareness to the issue.

"I think the key for now is to begin to make more people aware of the benefits for pre-k," he said. "Historically, it's been thought that the costs would be substantially greater."

Burkett said the funding is an investment that would pay off with youngsters being better prepared for kindergarten, demonstrate higher graduation rates, and garner an increased earning ability as graduates enter college and the work field.

Mel Wiseman, superintendent of Shoshone School District, said he would welcome state funding to help the district expand its pre-kindergarten class. The district's pre-kindergarten class primarily serves special needs children.

"If it were open to everyone, it would be an asset," Wiseman said. "It would be a big help."

Pre-kindergarten classes have the advantage of preparing children for school and offering a way for them to socialize with other youngsters, he said.

Gaylen Smyer, superintendent of Cassia County School District, said the district currently has pre-kindergarten for special needs students. Before looking at pre-kindergarten state funding, he said, it would better to first expand the existing funding for kindergarten.

John Fennell, assistant superintendent of Minidoka County School District, said a wider availability of pre-kindergarten classes would help students be better prepared for reading. The district's pre-kindergarten class serves special needs children.

"We've definitely seen the benefits for children who have that opportunity," he said.

In the private sector, Twin Falls Christian Academy has a pre-kindergarten class. It helps lay the foundation for further education with numbers, colors and letters, said Principal Brent Walker.

State Rep. Maxine Bell, R-Jerome, said it's important to look at funding for existing educational resources already in place such as teachers and equipment. She said that maintaining what's already in place should be a top priority.

"I wouldn't even consider visiting the issue this year," she said.

Idaho's lack of state funding for pre-kindergarten is not unusual in the West. Other states that do not pay for pre-kindergarten programs include Utah, Wyoming and Montana.

Still, the national rate of 4-year-old children in state-funded pre-kindergarten programs has increased in the last five years from 14 percent to 22 percent of all children, said Jason Hustedt, a researcher with the National Institute for Early Education Research.

Cobble's legacy in Jerome: excellence in education (Editorial)

You wouldn't recognize the Jerome School District before Jim Cobble and Mike Gibson - who are both retiring at the end of the current school year - came to town:

Flat-to-declining test scores; frequent teacher turnover; racial polarization among students; a high dropout rate; and schoolhouses that were, quite literally, falling apart.

But Cobble, the superintendent since 1993, and Gibson, the district's business manager since 1990, engineered a remarkable transformation in the fast-growing, 3,350-student district. Their bricks-and-mortar achievements are obvious enough: a new elementary school and a new middle school. But by fundamentally changing the culture of public education in Jerome and the taxpayers' perception of the schools, they helped make their district a model for other communities.

What went so right?

- Buy-in from teachers. Nearby school districts paid better in the early '90s than Jerome, so the district had to make its wages competitive. But it had to do more: Cobble and company sold faculty and staff on the importance of excellence, and that had tangible results in the classroom.
- Buy-in from the community. "Our schools send a message," Cobble told a community forum in 2004. "Don't come to Jerome."

If you wonder how skeptical Jerome taxpayers were of the schools, consider that five different bond issues failed before voters agreed to a \$26 million issue for Jerome Middle School and Summit Elementary School in 2005. Before that, patrons had passed just one bond issue in 30 years.

To change that, Cobble and the School Board brought community leaders and businessmen into the process. They became the most vocal and effective advocates for the school projects.

- Embracing technology. The J.A. and Kathryn Albertson Foundation donated more money to the Jerome schools than to any other district in Idaho, mostly for computers. And the district incorporated all that new technology into every aspect of the teaching process.
- Taking seriously its responsibility to provide quality education for non-English-speaking students. In the Jerome School District, bilingual programs start in kindergarten. Partly as a consequence, Latino test scores are much higher than in other districts.

This is not a school system without challenges.

The Jerome schools are in their seventh year of failing to meet Adequate Yearly Progress in reading under federal No Child Left Behind Act mandates; they haven't made the grade in math for five years.

And growth - 25 percent since Gibson went to work for the district - will soon stress existing facilities.

But it's a school system that engages students and makes teachers want to go to work in the morning.

Can there be a better legacy for a retiring school superintendent?

FROM THE IDAHO STATE JOURNAL (PASSWORD REQUIRED)

No new education news stories posted online today.

FROM THE IDAHO FALLS POST REGISTER (PASSWORD REQUIRED)

Student voter registration questioned

ASSOCIATED PRESS

Many students in Idaho are allowed to register only if they plan to live here permanently. That might violate the U.S. Constitution.

BOISE -- Idaho college students face some of the toughest restrictions in the nation when trying to register to vote at their college addresses, according to a national study.

Idaho admonishes students they can register at their college address only if they plan to stay in the state permanently, the Spokesman-Review reported. Officials at New York University Law School's Brennan Center for Justice said this interpretation of the law, similar to practices in Tennessee, could be unconstitutional.

Often seen as only marginally politically active, college students could make a difference in close elections if they go to the polls. But their impact will remain muted if they don't vote due to rules that some deem overly restrictive, Brennan Center officials said.

"Many students are in a situation where they don't know where they're going after school -- for all intents and purposes, this is their only residence," said Wendy Weiser, director of voting rights and elections at the Brennan Center. "To say that you actually have to have a definite plan to remain in Idaho means that all the people who haven't determined what their future plans are, are for all intents and purposes disenfranchised."

Idaho Secretary of State Ben Ysursa said Idaho's laws governing residency for voting purposes don't differentiate between students and nonstudents. According to his office's Web site, students should not be registering and voting in their college locales simply because they failed to register in their true domicile.

Though Idaho's voter-registration law is nearly identical to neighboring Washington state's, the attorney general's office just across the border has offered the opinion that students can either register at their home address and get an absentee ballot, or they can register on their campus by using their campus address.

That's the common practice across most of the nation, after U.S. Supreme Court decisions in the 1970s upheld the rights of college students to be treated no differently from any other voters.